DOCUMENT RESUME

ED 298 813 HE 021 686

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TITLE Teaching Tips: A Guidebook for the Beginning College Teacher. Eighth Edition.
REPORT NO ISBN-0-669-06752-0
PUB DATE 86
NOTE 366p.
AVAILABLE FROM D.C. Heath and Company, Lexington, MA 02173 ($12.50).
PUB TYPE Books (010) -- Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Beginning Teachers; Check Lists; *Classroom Techniques; *College Faculty; *College Instruction; Discussion (Teaching Technique); Grading; Higher Education; Large Group Instruction; Questionnaires; Student Evaluation of Teacher Performance; *Teacher Effectiveness; Teacher Student Relationship; Teaching Assistants; Teaching Methods; Testing

ABSTRACT

First published in 1951, this guidebook for college instructors and teaching assistants was written to answer the questions posed by new college teachers, to place them at ease in their jobs, and to get them started effectively in the classroom. The book contains the following parts: (1) Getting Started (e.g., course preparation, meeting the class); (2) Discussion Methods (e.g., organizing effective discussions, student-centered discussion methods; six roles of teachers); (3) Basic Skills: Lecturing, Testing, and Grading (e.g., preparing lecture notes; test construction; administering tests; types of grading); (4) Teaching Techniques, Tools, and Methods (e.g., term papers and teaching writing; one-on-one teaching and counseling; project methods and independent study; reading and programmed learning; computer uses in teaching and learning; audiovisual techniques; laboratory teaching; instructional games, simulations, and the case method; role playing and microteaching); (5) Teaching Large Classes (e.g., how to have smaller classes despite a shortage of faculty; modular instruction; morale, discipline and order); and (6) Perspectives on Teaching and the Teaching Environment (e.g., motivating students; learning and cognition; personalizing education; ethical standards in teaching; doing and evaluating research on teaching; improving your teaching; student ratings of faculty; and faculty attitudes and teacher effectiveness). Appendix A provides a questionnaire on student perceptions of learning and teaching; Appendix B, a checklist of teaching techniques. This document contains approximately 360 references. (LB)

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